



Achieving Turbulent Flow



Our Target is Spill-Free, Error-Free Operations!

Dedicated To And Developed For The Operational Excellence Teams

Members of the Operational Excellence Teams in the districts and the Control Center have contributed in a number of ways to the continuous improvement of operations processes, policies, and practices during the past four years.

They were involved in the initial development and implementation of the Conduct of Operations. During 2001, they led the efforts to modify the Conduct of Operations to fit the pipeline industry. These operators, technicians, Controllers, projects team members, and managers regularly work with their teams to develop the tools that guide professional operations.

Many of the team members are trained and dedicated procedure writers. They worked with their teams to guide the procedure development effort and continue to serve as procedure writers to maintain, review, and coach persons on proper procedure use.

Colonial has adopted the practice of learning lessons from near misses, PIRS, and operations incidents. The members of the Operational Excellence Teams lead their teams by communicating the value of submitting near miss and other lessons learned as Colonial seeks to create a reporting culture.

Many have served in the Certified Coach program, training others in basic pipeline operations and maintenance. Their interest in learning how to coach and train others has enhanced the effectiveness of the training programs.

The ways in which the members of the Operational Excellence Teams serve as champions for achieving spill-free, error-free operations, center around the creation and use of tools that lead to conversations with their local and district teammates. The goal is to focus the conversations as we continue to improve operations.

This book is designed to provide tools that the team members can use to continue the conversation with their teammates as the organization continues to change. Although there are a number of models and tools persons can use to lead change, the one I most prefer is the Heraclitus model. He was that philosopher from 2500 years ago, who said, "One cannot step in the same river twice." From that statement, he observed, "Everything flows." We wish to achieve turbulent flow.

Thanks to the members of the Operational Excellence Teams for their review of this book during its development. Thanks to Martha McGinnis, Susan Schachterle, Chantal Spinazzola, and Greg Zlevor for their contributions.

Charles Alday



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Mastering and Shaping the Flow of Change

Change from the inside out—it's already in the pipeline.

To better understand and master change, it isn't necessary to look very far for insights. The best models are the ones we find inside, and Colonial Pipeline has a powerful model right here in our own operations. Colonial Pipeline relies on a basic principle of physics—turbulent flow — to allow transport of different products in the same pipe with minimal mixing.

If the pumping rate is too slow, the flow is “laminar,” or layered, with the layers near the pipe wall moving more slowly than the layers near the center. Friction and heat arise at the edges and dissipate near the center.

Over time and distance, the differences in speed will lead to mixing between product batches and significant declines in product quality. The same thing happens when change efforts outstrip the capacity of the organization to adapt. The change effort is degraded, and quality often suffers. Tremendous friction is felt at the perimeter, where the product hits the pipe—where the flow of change impacts existing systems, processes and structures.

Increasing the flow rate transforms laminar flow into turbulent flow. While it looks chaotic, turbulent flow is a far more efficient way to move liquids in a pipeline. Even though there's more drag, and individual molecules are moving every which way, product at the perimeter of the pipe is moving forward at nearly the same rate as product in the center. Because everything stays together, mixing is minimized and quality is maintained. Friction and heat are also distributed more evenly. All these things describe a more effective way to institute change.

Slow down too much, and flow reverts to laminar, move too fast, and turbulence can destroy a pipe or an entire organization. Achieving a healthy rate of turbulent flow is the key to successful change.

In the following pages, we'll examine how mastering the basic principles of turbulent flow can help us shape the changes that affect us, both individually and as a company.

It's said that when German physicist Werner Heisenberg—‘Mr. Uncertainty Principle’ himself —was on his deathbed, he said,

“When I get to heaven, I'll have two questions for God: ‘Why relativity? Why turbulence?’ I think He may have some answers to the first one.”

Expect the Unexpected by Roger von Oech



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Defining the Role of a Change Agent

The role of leadership is exposing and mobilizing the right people to ask the right questions. Some series of questions are more prevalent than others.

How do I improve customer satisfaction?

What needs to be done?

Who needs to do it?

How do we create responsibility, authority and accountability?

How do I add value?

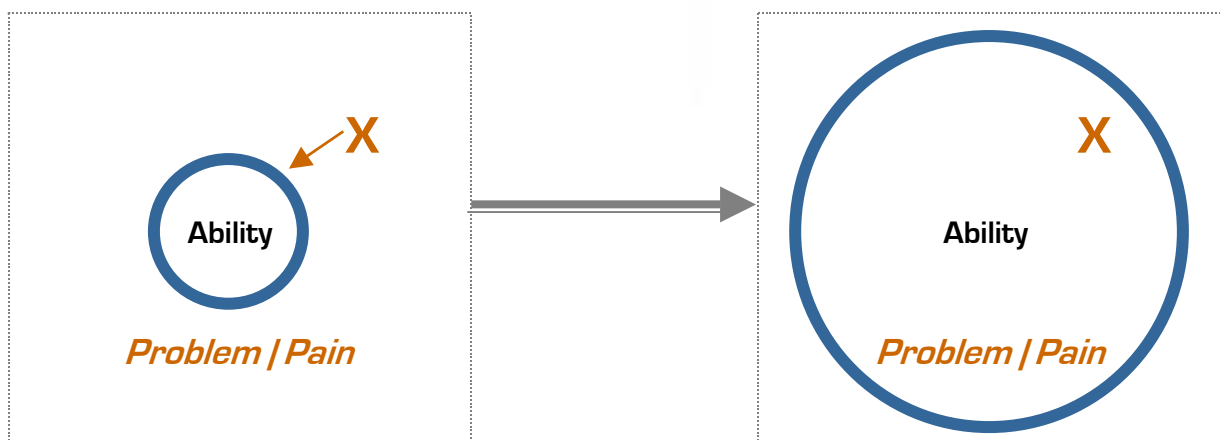
How do we increase employee satisfaction and productivity?

How do we improve profitability?

How can I most effectively assist positive change?

Working with people on your own team you can begin to help people make an important shift by exposing them to the right questions. When you expose people to the right questions, you begin to lead through process rather than solutions. When a group is in trouble, confused, threatened, or in pain, one common reaction for the group is to look above for help.

The group turns to a higher power for answers and solutions. In essence they say, “Save us.” And leaders readily respond. Why? Because nothing validates power more than saving people from their pain. Consequently, leaders readily provide solutions. Leaders step in, but real leadership goes beyond solutions. Leadership also moves beyond content. True leadership creates a process and environment for people to create their own solutions. Leaders help followers to expand their circle of influence. Leaders help followers take their own steps.



X = Outside Ability

Larger Circle = Larger Ability

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Defining the Role of a Change Agent (cont.)

If the leader identifies the problem, solves the problem, takes away the pain, or clears up the confusion, the leader provides a solution, but by providing a solution has robbed participants of an opportunity to grow their own ability. Some leaders create a process to help others develop their own solutions. Good leaders are process-focused. Focus on process.

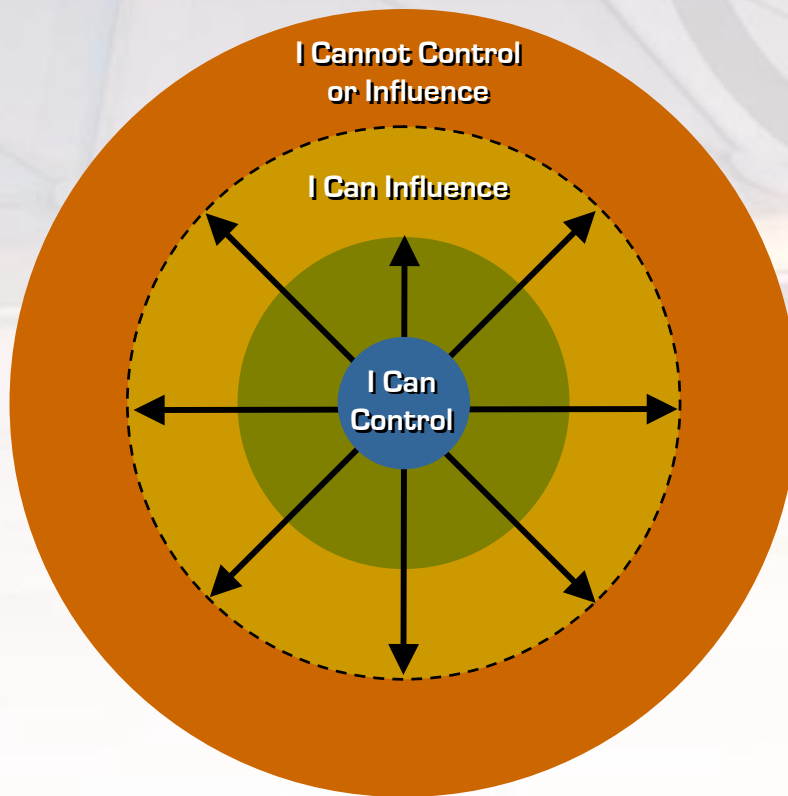
Furthermore, great leaders accept more responsibility. They not only take responsibility to make things happen, but take responsibility when things happen to them. Great leaders encourage their followers, by example, to do the same. They constantly push their followers to move the lines. They push their followers to grow their mastery and influence.



Adapted from Making Personal Changes
By C.D. Scott and D.T. Jaffe, 1989



Defining the Role of a Change Agent (cont.)



Adapted from "Spheres of Influence: Doing What You Can Do"

By David L. Hultgran, from *Training and Development Journal*, July, 1989

Great leaders realize a group's critical defining moments often occur when a group decides what to do when "life" happens to them rather than by them. A lot of good groups do good things in the world. Great groups do that and more. Great groups not only do great things, but respond in great ways when things happen to them.

Finally, great leaders seek out and find patterns. They discover the patterns that exist and help people make sense of them. Furthermore, they help people find more patterns. In essence, they avoid event solving and seek pattern changing. Why spend time fixing individual events when you can change a pattern and alter **all** events?



Bell Curve of Adopters



Few, if any, change processes have significant support in the beginning. Most change efforts have significant resistance. There is a group of people (Quick, 15%) who will quickly adopt the change. There is a second group of people called early adopters (Early, 35%) who will begin the change once the first phase is started. The third group of people (Late, 35%) will usually wait until success is rather certain. They do not want to change, but also do not want to be left behind. The final group (Probably Never, 15%) may never change. The good news is that, on average, you only need 18 to 24% of the population to adopt the change and show early and visible wins in order to gain momentum for significant change. This group represents the critical mass needed to get the effort a foothold in the organization. It is possible to gain a critical mass utilizing primarily quick and early adopters.

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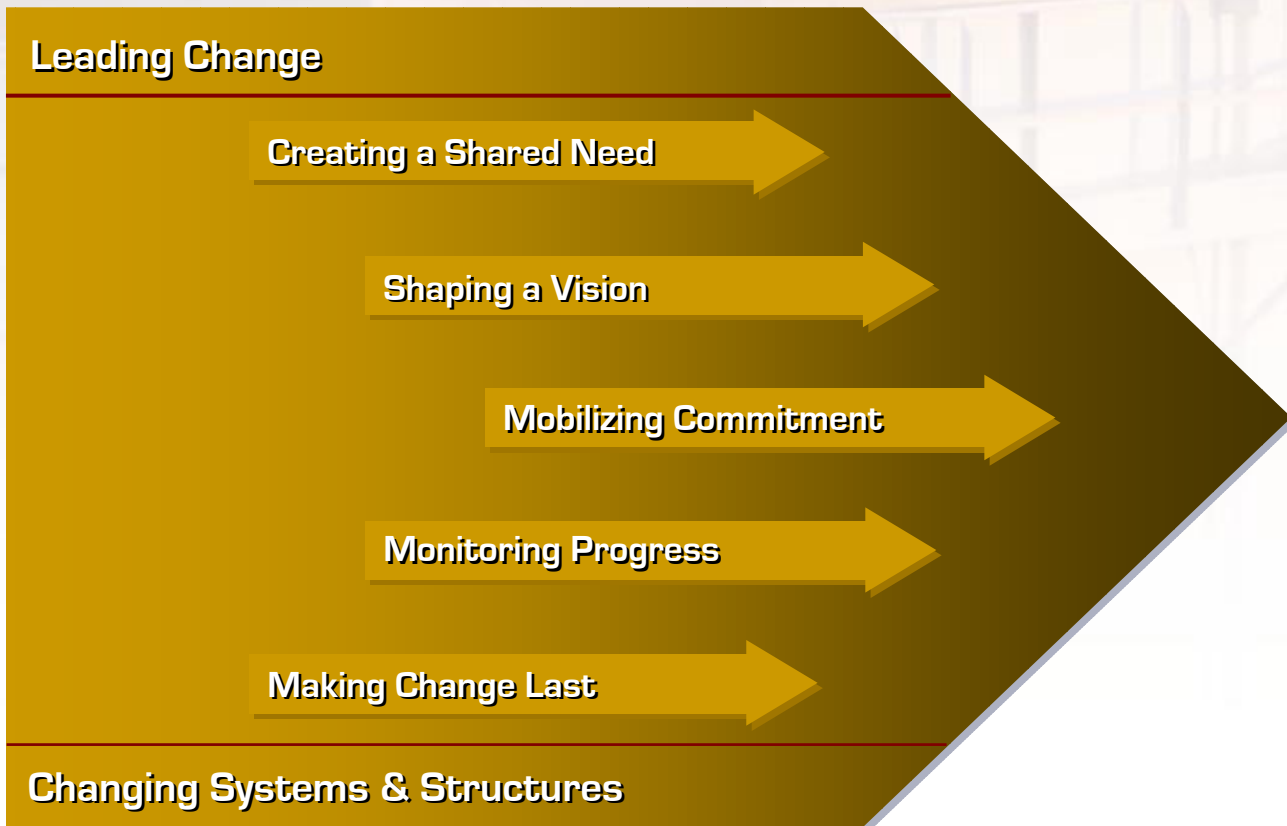
The Eight Stage Process of Creating Major Change

1. Establishing a Sense of Urgency
2. Creating the Guiding Coalition
3. Developing a Vision and Strategy
4. Communicating the Change Vision
5. Empowering Broad-Based Action
6. Generating Short-Term Wins
7. Consolidating Gains and Producing More Change
8. Anchoring New Approaches in the Culture

The Eight Stage process proposed by John Kotter and the Change Acceleration Model (CAP) used by GE mirror each other in concept and sequence. On the next page is the CAP Model. It starts out with Leading Change and concludes with Changing Systems and Structures. The two models are combined on the following pages. In the combined model the CAP titles are used as headers and the Kotter concepts are included under the appropriate CAP title. In addition, pitfalls to avoid are included in the description. These models are proven processes, but like any models they have their limits. Most of all, it is important to know that change is not smooth or sequential. These models are not the whole answer, but rather significant guides.



Change Acceleration Model



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The Change Acceleration Model Points and Pitfalls

Leading Change

- Find a Champion: This person needs to be as high as possible in the change process. This person will bring together the right group, build a team, create an effective decision making/accountability process, and, most importantly, lead by example. This person sponsors and/or leads the Change Team.
- The Change Team is best comprised of the Change Champion or Sponsor, key stakeholders, and implementers who are willing to follow an effective team process and work collaboratively.
- The Change Team needs power and authority. In return the Change Team provides a case for their action, significant information and flow, and full accountability for their decisions and actions. The Change Team becomes the nucleus that spreads the change initiative. Over time, they enlarge the circle through proven change methods.
- Avoid beginning until the right people are on board with the capacity to make change happen. In order to make change happen the group needs authority, ability, and process. If any of these characteristics are lacking, shore them up before moving on.

Creating A Shared Need

- It is imperative to establish a sense of urgency. People need to “feel” a need for change. Thought is not enough. Data can play an important role. When people see the market and competitive realities, understand the strains and faults within the system, or come face to face with declining productivity, urgency is born, especially if it has emotional roots. When this urgency is shared across the organization, a platform for change exists. Once the Change Team is engaged, it is their responsibility to build a greater need for change throughout the organization.
- Avoid moving forward if there is not a sense of urgency that is emotionally anchored. The feelings and views of the Change Team will be contagious. Be contagious with the right views in the right ways.

Shaping A Vision

- In fifteen words or less where do we want to be and by when? The simple messages that capture the imagination and spirit tend to be the most powerful. What is the goal? How will we know when we have arrived? What is our picture of success? A clear, simple, and imaginative statement and picture will keep the team and organization aligned and on track.
- Avoid going out with a message until the vision is clear, easily explainable, and fully supported by the change team. The need for change and the vision for change should be well aligned and communicated.
- Calculate who needs to hear the vision and how often. Use as many vehicles as possible, especially meetings, informal discussions, and regular organizational communications.
- Avoid using email to build support and consensus. Email is best used for confirming appointments, sharing information, and keeping an e-trail.



The Change Acceleration Model Points and Pitfalls (cont.)

Mobilizing Commitment

- The platform for change grows when people are involved in the process. Discussing the crises with critical stakeholders is an example of involving people in the process. Asking people for input to define, or test, or solve a problem is involving them in the process. Letting people shape a vision or design a new procedure is involving them in the process. When people are involved in the process, commitment grows. Engaging people is the best way to mobilize commitment. What is the maximum number of people that you can involve and still be effective? More is usually better. Go slow to go fast.
- Questions to consider when mobilizing commitment: Do people know what is expected of them? Is there a clear connection between these expectations and the overall goal and vision? Do teams and people have the necessary materials and support to do their work with quality? Is there a two-way communication process? Do people's opinions count? Is there a feedback and interaction process that encourages people's growth and progress while indicating the impact change efforts are making?
- Avoid under communicating. Communicate the need for change, the vision for change, and the expectations/actions for change as often as possible. See above (Shaping a Vision).

Monitoring Progress

- Systemically plan for short term wins. Track and publish the results to appropriate stakeholders. Request feedback. Respond to the feedback. Repeat. All major progress is comprised of a series of smaller steps. One way to systemically plan short term wins while building long-term gain is to create "100 day" projects and goals. Plan a series of "100 day" projects that accumulate to major progress. Some of these projects can be run simultaneously. Make sure the results and measurables are clear and monitored. Avoid instituting change without planning for short-term goals and projects that build long-term capacity and results.

Making Change Last

- The job of management is to win in the short term while making sure you're in an even stronger position to win in the future.
- Change lasts when ideas turn into actions and become habits. Finally, new habits last when they are reinforced by organizational structures and systems.
- Remember, in an ever-changing world it is not possible to learn it all or stay at the top without change. The best way to ensure a stronger future position is to continually increase your ability to identify and make rapid positive change.
- Avoid ignoring obstacles. As soon as obstacles appear, acknowledge and deal with them.
- Also, avoid declaring victory too soon. There is always more that can be done to increase an organization's ability to make rapid positive change. Celebrate the small wins and keep focused on constant improvement.



The Change Acceleration Model Points and Pitfalls (cont.)

Changing Systems, Patterns, and Structures

- Often change initiatives bump into, are hindered by, or even worse, stopped or blocked by pre-existing organizational structures. It is important to ask the question, “Which structures are helping our change effort and which are hurting or hindering us?” Consequently, systems and structures will need to be changed in order to support new habits and efforts. Examples of structures that may need to be changed are: reward systems, hiring practices, information technology or flow, organizational hierarchy, meeting dynamics, and customer or sales routines. Institutionalize new approaches. Avoid surface or temporary change. Anchor the change and new habits in social norms and structures. Find as many ways possible to reinforce the positive developments. Hire and groom new management and employees who embrace and embody these changes. By following these and other ideas, change becomes ingrained in a culture.



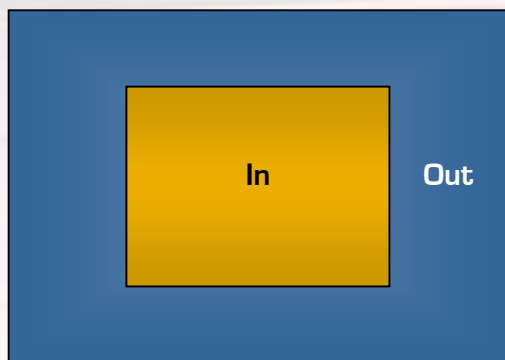
Leading Change
Making Change Last
Shaping a Vision



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The Tools That Can Help Frame the Conversation

In/Out of Frame



15 Word Flipchart

A diagram illustrating the '15 Word Flipchart' exercise. It consists of three vertical white rectangles, each with ten horizontal lines for writing, arranged side-by-side.



This is a visual tool based on the analogy of a picture frame. It directs the team to get clear about what is and what is not a part of the project. Items within the control and focus of the team and project go inside the frame. Items outside the control or scope of the project go outside the frame. Items or issues that land on the frame provide the opportunity to decide the project boundaries.

When deciding what is in and out of the frame consider the following: What needs to be done, Who will do it, Where it will take place, resources available, project timing, financial parameters, authority, expected results and goals.

The 15 Words or Less Flipchart is a way of summarizing, as succinctly as possible, the outcome of the In/Out of the Frame Exercise.

The Tools That Can Help Frame the Conversation (cont.)

	Threat/Opportunity Matrix		Stakeholder List
Short Term	Threats if we don't make the change	Opportunities if we do make the change	_____
Long Term			_____



Every change effort needs to develop the advantages for change and the losses without the change. The threat vs. opportunity matrix is a tool that will guide this discussion. Of course, this discussion should keep in mind the critical stakeholder list. What does each stakeholder consider most important? What do they consider threats and opportunities? What will be the benefits and opportunities if we make this change? What will be the threats if we don't make the change?

The Tools That Can Help Frame the Conversation (cont.)

3D

Data	
Demonstrate	
Demand	

The 3D is usually coupled with the threat vs. opportunity matrix to create a powerful statement for the need for change. Each category provides a different avenue for making the case for change. The “Data” category shows the external and internal sources for the need for change. It shows statistics, surveys, and case studies. The “Demonstrate” category encourages ways to actually show how the change will be beneficial. Best practice studies, field trips, video, and site visits are examples of demonstrate. The more a person is engaged by the demonstration the more powerful it is. Finally, the “Demand” category refers to the stretch goals set up by upper management or from an outside party. They are requests or expectations placed on the group from within or without. When all three of these areas are combined to make a case for change, the felt need for change can be quite strong.



The Tools That Can Help Frame the Conversation (cont.)

Stakeholder Analysis

Individuals or Groups	Very Reluctant	Moderately Reluctant	Neutral	Moderately Support	Strongly Support
		x → ✓			

This tool, the stakeholder analysis, is critical. Most change efforts require that all significant parties be considered and taken into account. Who are the stakeholders? Where do they stand? Why do they stand there? Where do we want them to stand? How can we make it in their best interest to adopt or support the change? It is our responsibility to consider all stakeholders interests and to do our best to make it easy for them to say yes. Avoid manipulation. When people or stakeholder groups perceive manipulation, they often resist the change even if it is in their own best interest. Always keep stakeholders' best interests in mind.



The Tools That Can Help Frame the Conversation (cont.)

Influencing Strategy

Individuals or Groups	Issues/Concerns	Wins	Actions to Influence



This tool, the influencing strategy, helps you to create a plan to help the stakeholders to say yes. What is their issue and concern? What would they consider a win? What can we do to get that win for them? Again, the easier it is for a stakeholder to say yes, the better our chances for developing and building a critical mass for change. Without support we cannot make a difference. How can we help people say yes for the right reasons?

The Tools That Can Help Frame the Conversation

More of / Less of

More of...	Less of...



One of the major stumbling blocks of change efforts is in this area...only determining the values and avoiding picking the actions that demonstrate the values. All change efforts should lead to behavioral change. Choosing a value is not enough. What should we be doing more of and less of as a result of this change? Safety is a good example. When we are demonstrating safety behavior, we will wear hard hats and back into our parking spaces when we arrive. What are the actions we are driving toward? Move beyond the value of “safety” and determine the actions that will demonstrate the value. You don’t have agreement until you have agreed upon a list of actions. What should we be doing more of and less of?

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The Tools That Can Help Frame the Conversation

Structures to Consider

- Feedback Systems
- Review Criteria
- Software
- Scheduling
- Ticketing
- Maintenance
- Budgeting
- Training
- Hiring
- Meeting Habits
- Information Flow

Current Systems and Structures

Helping	Hurting



Most actions are encouraged or determined by current systems and structures. This is an analysis tool to see which structures and systems are helping and which are hurting. From this analysis it is possible to make necessary changes to support the change effort. The list to the left of the diagram is a sampling of areas to consider. It is not exclusive or exhaustive.

The Tools That Can Help Frame the Conversation

Communication Strategy

Audience	Messages	Method	Timing

Finally, all change efforts need an effective communication strategy. As often as possible, communication should be face to face, two-way. It is difficult to influence and build coalitions with one-way communication. What are the messages we want to send? To whom? How? When?

How do we know we have been understood? What are the mechanisms for feedback? When and how will those mechanisms be used?

Most change efforts are under communicated by a factor of ten to one hundred. Furthermore, too much credence is given to email. It is easy, but it is ineffective in building coalitions and critical mass. It is better to use regular meetings, conversation with managers and coworkers, corporate and local media, and informal discussions.



Change Management Process

Change is the most difficult experience human beings go through, even when it's positive change. The stress inherent in change occurs because change shifts the way we look at our day-to-day experience and ourselves. Change requires a new perspective, perhaps even a new direction and new plan.

Because people tend to be creatures of habit, needing some sense of control, familiarity, and safety, when faced with change and uncertainty, they often pull in to find ways to protect themselves against the threat they perceive in the impending change. This “*fox hole*” state of mind tends to result in:

Less Productivity

More Attitude

Less Commitment

More Resistance

This mentality and the resistance it generates is a product of the fairly common **fear of change** which carries within it several other fears including **fear of the unknown**, **fear of failure**, and **fear of pain** (“**What if the change feels worse and is more difficult and less rewarding than the old way?**”). This same reaction of fear and resistance can occur in both personal and professional situations.

These fears tend to occur when an individual feels “at the mercy” of circumstances. Since the common result is resistance, it serves an organization well to assist affected individuals to reframe their perception of the situation. This can lead to a very different and more accepting response to proposed changes.



New
Perspective
Direction
Plan



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Change Management Process (cont.)

Kee in mind that for many people, change initially feels like a threat to the level of security they've worked hard to develop. Change (even when small and not particularly impactful) is often accompanied by a feeling of being out of control, at the mercy of circumstances that are beyond the control of the individual. For most people, that feeling of having no power to affect the situation is very uncomfortable. The result is often resistance in various forms. In order for the individual to begin seeing the change as an opportunity instead of a threat, he/she must first take responsibility for how choices regarding the use of time and energy during this transition period. A change manager might want to begin a discussion with the individual by stating the following: "I realize there are elements in this situation that you can't control and I know that can be frustrating. However, there are elements you can control and areas you can influence. Because this period we're all in isn't very well defined – it's not the way it used to be, and it's not yet the way it will be – it can be pretty uncomfortable, no sense of control, maybe no clear picture of how it's going to work out, etc. 'What's happening, why is it happening, what's next and how will it affect me?' are often the questions that come up at times like this." A brief discussion about the five-stage process of responding to change may also be helpful:

1. ***Denial of the change***

"Maybe if I ignore it, it will go away."

2. ***Anger***

"How can they jerk me around like this after everything I've done for them?"

3. ***Bargaining***

"Maybe if I work extra hard they won't make me go through this change."

4. ***Depression/giving up***

"It's no use; I can't do things this new way and nobody cares about how good I was at doing it the old way."

5. ***Integration***

"Well, I'd rather be doing things the old way, but I guess I can learn the new way. And maybe I can even find a way to move forward in this new setting faster than I could have before."



Change Management Process (cont.)

The good news is that you have a choice in how to respond to these changes – you can regard them as a crisis or as an opportunity. The way you choose to approach the changes will determine what the situation becomes for you. The key to being effective and not getting run over by the stress of change is to determine what you can control or influence and what you can't control, and then to choose to put your time and energy into the things where you can make a difference, have an impact. (See personal mastery chart.) Time and energy spent resisting or complaining about the things you can't control is wasted time and energy. It will result in nothing of any value to you (or the organization), only frustration, anger, and fear. On the other hand, when you pour your time and energy, your focus and efforts, into whatever elements of the situation you can truly affect positively, it will give you energy instead of draining energy from you. Assist the individual to identify the elements he/she can control in the situation:

Self

Behaviors

Attitude

Choices

Conversation

(This is important as it allows the individual to take responsibility for his/her behavior and attitude during the transition period.) Assist the individual to understand that the way he/she operates within the area he/she can control will affect the way he/she is perceived by others. The way he/she is perceived will affect the degree of influence he/she has in other areas.

Example: If you demonstrate that you have the skill and attitude necessary to make wise choices, you increase the chances that you will be asked to assist with any upcoming decisions.

The goal at this point is to assist the individual to see the change as an opportunity instead of a threat. This requires a shift in focus from the negative to the positive aspects of the changes being implemented. Help the individual recognize the choices available as to how to deal with the changes. The changes are going to occur. They have been mandated and we can't change that. We all have several choices for how we respond to the changes. We can:

Actively resist and get run over by the changes.

Resist in a passive aggressive way and end up creating anxiety and stress for ourselves.

Leave the organization.

Find the benefits for us personally as well as for the organization and, in light of those benefits, get on board.



Change Management Process (cont.)

It is critical to Assist the individual to find the personal opportunity inherent in the changes.

“I believe there are ways these changes can be good for you, and I’d like to help you identify the ways in which you can use the changes to help move yourself and our organization forward.” These should be presented as possibilities, not promises. These potential benefits might include (but are not limited to):

Development of new skills

More influence

More visibility in the organization

Greater opportunities

Enhanced income

Opportunity to play an important part in the ongoing success of the organization

If this is done with a group, participants can, in small groups, identify the opportunities in the changes; if used with an individual, the manager and individual can work together to identify them. Once that has occurred, the actual coaching process can begin.

It is important to work with the individual to recognize the importance of the part he/she can play in the successful implementation of the changes.

Once the possible benefits to the individual have been identified, it’s important that he/she recognize the importance of the part he/she can play in helping ensure that the changes happen successfully. No matter who the individual is, at what level he/she is employed within the organization, that individual’s part in this process is vital. Without it, there will be a gap in the implementation of the changes. Describing to him/her how this part can make a difference (even though it might be a small difference) will assist with focus, motivation, and pride in a job well done.

As stated earlier, once this process has been used successfully focused coaching activity can begin. The above Change Management Process is used prior to coaching in order to ensure that the individuals to be coached have an open and receptive perspective that will assist them to use coaching assistance in an optimal fashion.

Change is inevitable. It may be the only element in life that we can always count on. Because change happens all around us all the time, when we resist it by hanging on to The Way Things Have Always Been, we run the risk of being left behind and missing out on the possibilities that are available to us.



Five Phases of Change

All changes, personal or professional, tend to occur in phases. Human nature being what it is, we don't always move from phase to phase in a neat, tidy fashion. Often, we find ourselves bouncing from phase to phase in a somewhat erratic and confusing manner.

Understanding the stages can make it easier to move through them with confidence. Once you can identify where you are in the process of change, you can anticipate and prepare for the next phase. That preparation can result in a greater sense of control in the situation, and a more effective response to each phase.

Phase 1 – Ignoring or It's So Comfortable in This Comfort Zone

In this phase people have no intention of changing any time soon. They may not think there's a need for change, or they may acknowledge the need, but find that need weak and not very compelling. They may talk a good game about changing, but with no real intention to do so.

Phase 2 – Attending or Sure, We're Going to Change. . . Someday

In this phase, people have every intention to change, but haven't yet made a real commitment to do so. They see the need for change; they analyze the positive and negative aspects of the current situation, and find them to be about equal. As a result, they don't feel pressured to change. . .not yet. During this phase, a lot of time is spent analyzing, but not much action is taken. Some compelling point must be made for action to occur and the next phase to be entered. (In these first two phases, the crucial questions are "Why should we change?" and "What should we change?")

Phase 3 – Planning or It Sure Looks Good on Paper

At this phase, people have thought enough about taking action to actually formulate a plan. The focus here is still on intent, but changes in behavior may actually begin to take place.

Phase 4 – Implementing or Are We There Yet?

This is where the greatest changes in action and behavior are seen. However, it's important to remember that implementation of a plan does not guarantee lasting change. It must be accompanied by ongoing internal cognitive and emotional work to ensure attitudes and perspectives that support the plan.

Phase 5 – Solidifying or Making It Who We Are, Not Just What We Do

This final phase is one of continuing change, the majority of it internal (shifts in values and viewpoint) rather than external (observable action). These continuing internal shifts as well as modifications (designed to support the changes) in the environment are necessary to encourage desired behavior and discourage relapse.



Opportunities and Challenges in the Midst of Change

What do we have going for us (sources of support) in this time of change?



What additional kinds of support do we need during these changes?



What are the challenges that lie ahead?



Immediate

Long term



What do I need to accomplish in my department or group?

By when?

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Opportunities and Challenges in the Midst of Change (cont.)

Who will be involved?



What are the obstacles?



Are these obstacles real or perceived?



How will I overcome these obstacles?



What new skills, knowledge and attitudes are needed to be successful?

For me

For my employees

Colonial Pipeline

Tools for Effective Coaching

The following are tools frequently used to guide individuals, groups, and organizations into a state of learning and excellence.

Beginner's Mind

Encourage those being coached to explore each situation with the open mind they would have if they had never seen a situation like it before. In this frame of mind they are available to learn from the situation instead of deciding from the outset that they already know all there is to know about it.

Reflective/Active Listening and Speaking

A coach who listens reflectively (reflecting back what he/she has heard from the coachee to ensure they have heard correctly) and with empathy and who speaks with respect, honesty, and integrity will be trusted and valued. The coach who functions in this way is able to step into the coachee's frame of reference and gain deeper understanding into the perspective from which that individual is operating.

Flexible Framing

Breakthroughs and inspired solutions require that people see things in a new way. The coach who can assist in this reframing of perspective and attitude can be a true agent of change. A simple process ("It seems as if the way you see [the situation] is Have I understood correctly? I wonder what it would be like if you saw it in a different way, like. . . for example. How would your approach change then?") can help those being coached to find their own solutions by shifting their perspective.

Constructive Feedback

Feedback that is respectful and honest offers the coachee a starting point as well as a goal to head toward. A trusted coach can often provide the kind of feedback not offered by friends or co-workers, and can give the individual an opportunity to see him/herself as others do. This can lead to an even stronger commitment to move forward.

Supporting Others in Setting Stretch Goals

When we aim for the mediocre, we cannot possibly hit a higher target. Our efforts are destined to be average at best. In encouraging others to set goals that are beyond what they've achieved to this point, an effective coach assists them to move outside the limitations (real or perceived) that have shaped their actions in the past. This can be a major step toward that individual bringing out the best in him/herself.



Tools for Effective Coaching (cont.)

Identifying Limiting Beliefs

Our beliefs, conscious or unconscious, shape and govern our decisions and actions. We often bring beliefs based on limitation from past situations into the present. This ensures that the present and future can't be anything more than what the past was. An insightful coach respectfully urges the coachee(s) to identify the beliefs that may be keeping him/her/them from being and creating all that's possible.

Assisting to Create Beliefs That Support Growth and Expansion

Once limiting beliefs have been identified, it's important to replace them with those that support the individual in reaching his/her goal. It's probably true that every individual is capable of much more than he/she realizes. Supportive beliefs allow the individual to explore what's truly possible.

Time Frames and Commitments

Goals are rarely achieved efficiently without a time frame or deadline. A powerful coach encourages commitments with dates and other pertinent parameters attached, and then holds the coachee to them.

Ladder of Inference

This tool helps people with different points of view build common understanding by working with their respective thinking processes.

Logical Levels

Learning and change can occur at different levels, and a competent coach assists coachees to explore it at all levels to ensure that the individual can effectively move into and through the changes successfully.



Effective Coaching
Beginner's Mind
Constructive Feedback



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Observation Action Model

Observe

- What is happening?
- What would a video recorder pick up?
- What do you notice with your senses?
- Who is involved?
How much?
0 = Least 10 = Most
- Where/When do you notice it?
- Is it the same each time?
- What is the result? Is it desired?
0 = Least 10 = Most

Action

- What do you want?
- What have you tried?
What were the results?
- If you had unlimited resources, what might you do?
- What are your most powerful next steps?
- When will you do it?
When will we meet next?



Observation Action Model

I tell Explain	and	I do Demonstrate
I tell I instruct	and	You do You take action
You tell You instruct me	and	I do I take action
You tell You can explain	and	You do You take action
You improve process Look for how it can be better	and	I listen I reflect and provide feedback



Inquiry and Advocacy Model



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- What will you do?
- What did you do?
- Why do you think that happened?
- What is your interpretation?
- Why did you do that?
- What did you see or hear?
- How much?
- What would a video camera pick up?



